

Mental health support in schools

Information forum

March 2018

Agenda

- Introduction and questions
- Background – survey feedback and summary of February workshop
- The service design process – how we work
- Implementation
- Leading Lights
- Wrap up – review questions, feedback, next steps

Our context

We know that there are long term impacts from natural disasters:

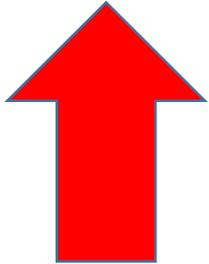
- young children are most vulnerable
- they suffer the most long-lasting negative effects into adulthood
- there is evidence of intergenerational transmission of shocks

And....

we know that mental health problems in children and young people is a growing concern around the world

Demand has increased as expected

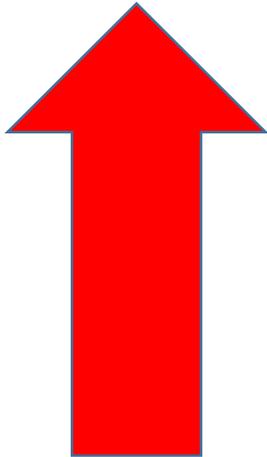
46%



Increase in adult community new case starts

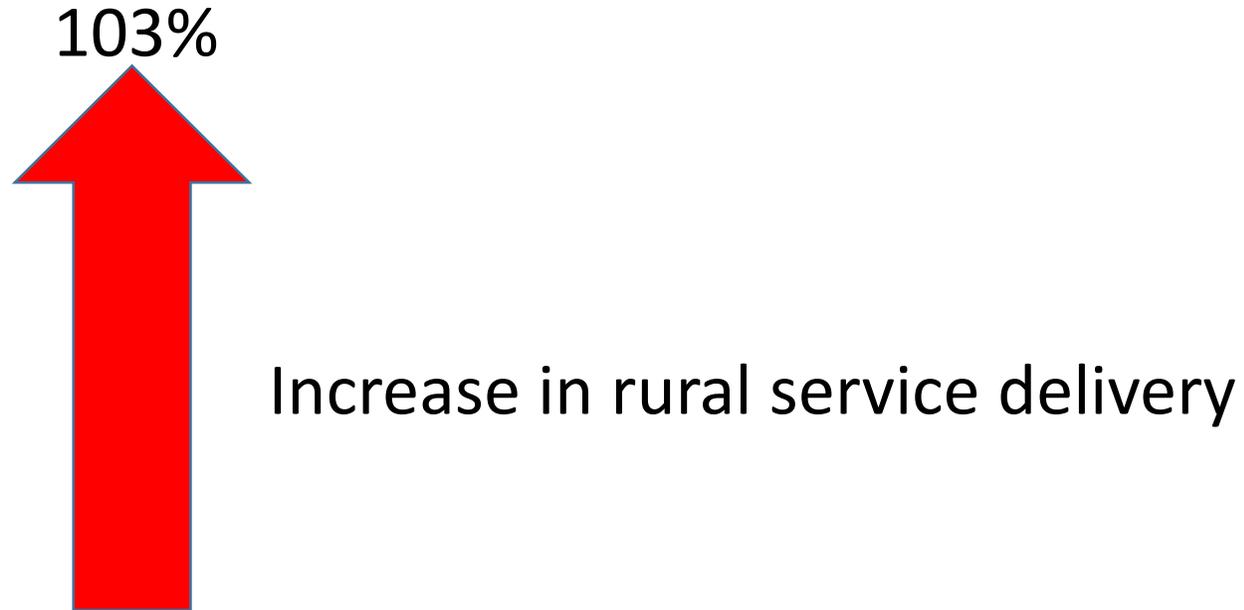
Demand has increased as expected

98%

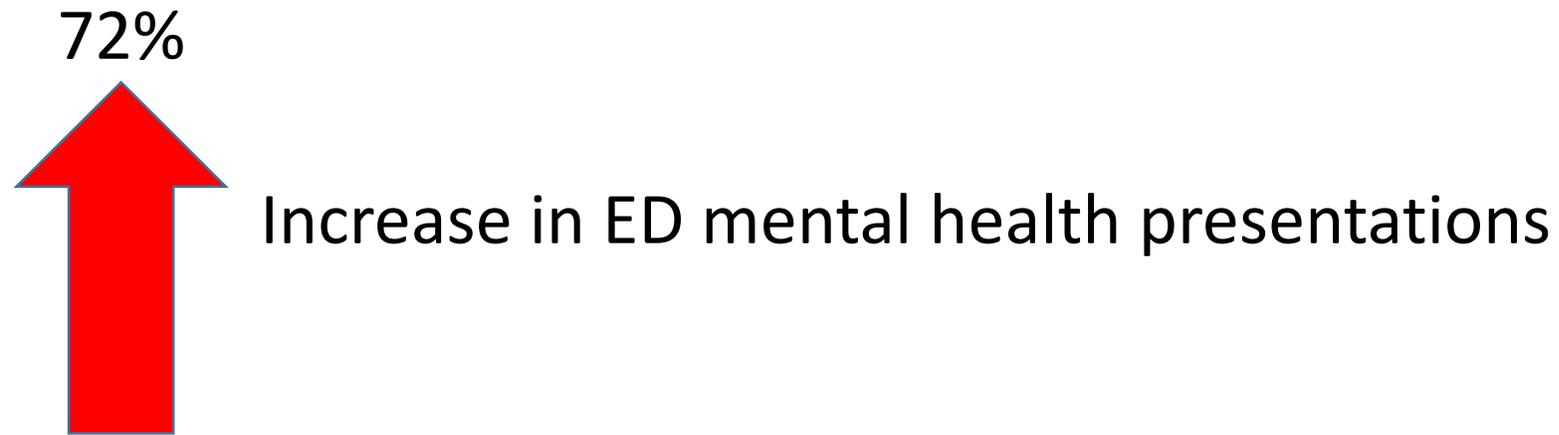


Increase children and youth new case starts

Demand has increased as expected



Demand has increased as expected



PISA 2015 New Zealand Wellbeing Report

Mostly, students were:

- ✓ motivated
- ✓ well supported by the adults around them
- ✓ felt safe in their schools
- ✓ felt they belonged at school, were welcomed and liked among their peers

The report confirmed that higher achievement is strongly correlated with:

- a stronger sense of belonging
- motivation to achieve
- parental support and
- lower schoolwork-related anxiety

Schools Survey December 2017

What you told us

“Rising levels of anxiety, mental health issues are evident in our community”

Access to services provided by central Government or the Canterbury Health System

Resource Teacher of learning and Behaviour (RTLB) service	90%
Public Health Nurses	82%
Ministry of Education Learning Support	69%
School Based Mental Health	51%
Incredible Years	47%
Wellbeing at School tool	46%
Positive Behaviour for Learning (PB4L) Schoolwide	41%
Centrally funded teacher PLD	24%
Social Worker in Schools (SWIS)	21%
Whānau Ora Navigator	9%
Other Responses	24%

Additional wellbeing and mental health services accessed using Ops grant/board funds

Additional teacher aide time	93%
Teacher PLD	67%
Additional Special Education Coordinator (SENCO) time	56%
Counselling services (private)	26%
Guidance counsellors (within staffing)	21%
Social workers (non SWIS)	18%
Guidance counsellors (above staffing)	16%
Psychologists	11%
Nurses	11%
Psychiatrists	4%
Other Responses	16%

Current response

Strengths

- ✓ Innovation
- ✓ Localised response

Weaknesses

- x Lack of standardisation
- x Unstable funding sources
- x Unproven responses
- x Lack of coherence
- x Lack of support to individuals
- x No support to navigate the systems
- x Cannot scale up success

Some responses...

“We have more and more children with complex needs and as a staff we are completely out of our depth knowing how to best support children who are aggressive, defiant and non-responsive and often don't respond to our school wide support systems. Most of them need trained, experienced professional help and we need more support with this”.

Some responses...

“We have huge needs and are dipping into reserves to try to help address well-being so we can get to the learning. We have many children who are violent and who have anger /anxiety issues. Many families are in crisis at a number of levels - housing, finance, relationship breakups, etc. Children bring this issues to school so we try where possible to support the families as well as the children”

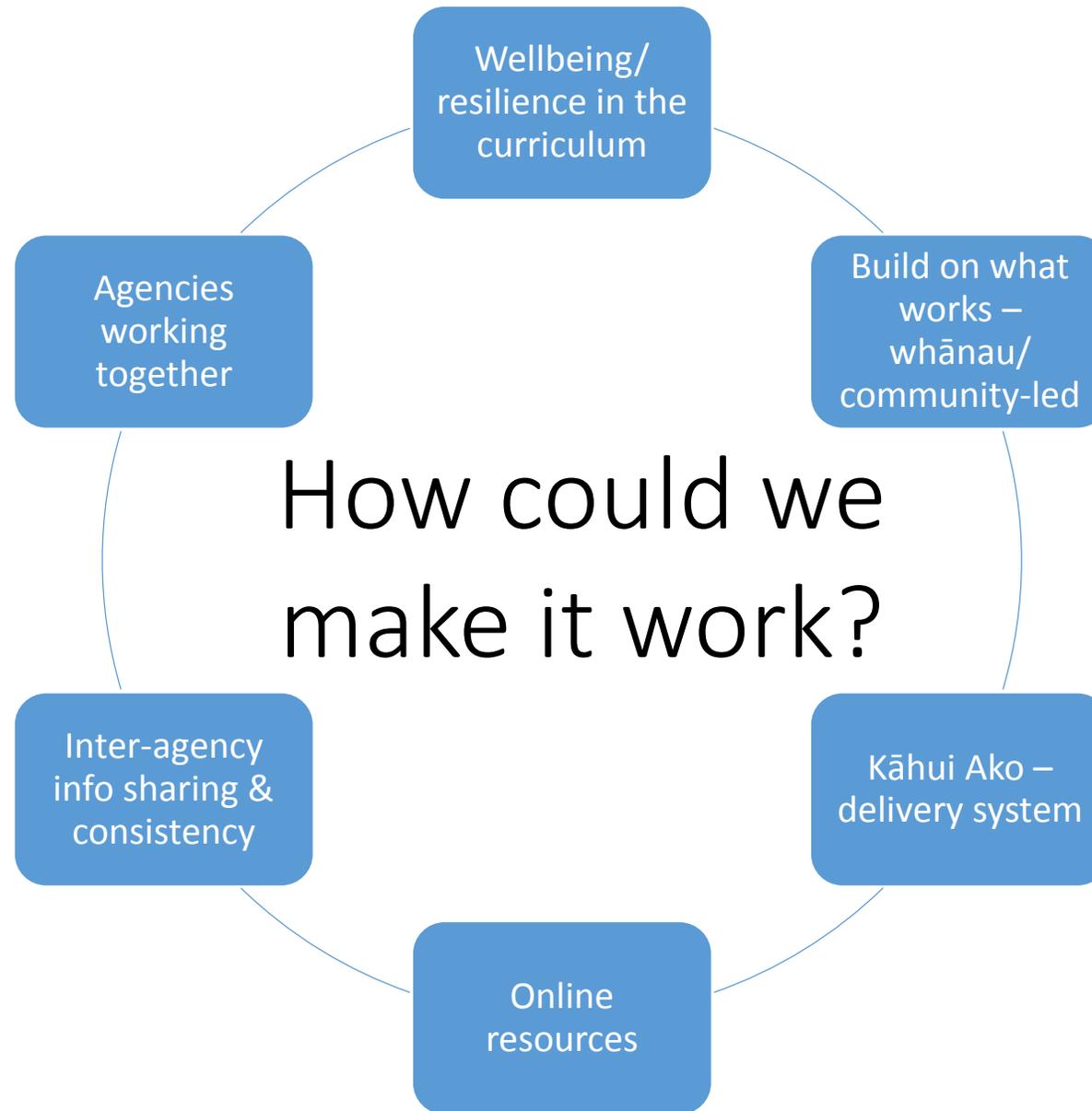
Some responses...

“Depression, anxiety and stress are mental health challenges that are directly impacting on student wellbeing and ability to focus on learning at our school. We directly fund our support workers in this area ourselves as the wait for external providers is long, or expensive. We would not be fully supporting our families and children if we did not do this. This funding has a direct impact on our ability to provide other programmes that we should be offering.”

Inter-sectoral Design Workshop 2 Feb







How we work

Canterbury Clinical Network

Service Level Alliance provides a forum for the wide range of perspectives to contribute

- The Canterbury Clinical Network will oversee service development for the additional resourcing
- Key partners across Health, Education and Social services will contribute to the service design and development of a practice framework
- **Approach:** that the new approach is developed alongside the new Learning Support Delivery approach and focuses on Kāhui Ako as the vehicle for implementing the additional support

Services supporting children in schools

Population

Specialist



Primary Health services

Public Health

Health Promoting Schools

PB4L - School Wide;
Incredible Years;
Wellbeing@School

Public Health Nurses

School based nursing services

Social Workers in Schools

Whanau ora

Attendance service

Childrens' Team

School based mental health team

NGO services

Resource Teachers Learning and Behaviour

Integrated Safety Response

CAF and Specialist services

Ministry of Education Learning Support

How we will work

The Canterbury Clinical Network Service Level Alliance will oversee five work streams focusing on:

- Service alignment
- Practice Framework development
- Training and support
- Outcomes and data
- Implementation planning

Next steps

This is an iterative process

- 15 March – Service Level Alliance commences - strong education presence
- Working groups contribute to service design
- April – first people on board, accessing training developing services
- Term 2 – commence delivery in Tamai and Hornby Kāhui Ako
- First elements of ‘Pathways’ website available to Tamai and Hornby to trial
- Health and Education will work closely to support the roll out to wider Canterbury region over the next 15 months

Pathways of Care

What is the HealthPathways model?

How do we know what to do, how to do it, and when to get help from others and where to get help?

How might it apply to supporting children and their carers and support agencies?

LEADING LIGHTS

Search 



Support pathways for child learning and wellness

HOME

- + About
- + School & ECE Staff
- + Mental Health Professionals
- + Learning Support Specialists
- + Parents & Caregivers

I'd like to see guidance for...

SCHOOL & ECE STAFF

MENTAL HEALTH PROFESSIONALS

LEARNING SUPPORT SPECIALISTS

PARENTS & CAREGIVERS

A collaborative approach to improve the wellbeing and educational achievement of young people

News & Updates

26 January

New anxiety pathway

The pathway providing guidance for supporting children with anxiety has been updated to include procedures for referrals to mental health support services. See [Anxiety](#).

24 January

Child & Youth Forum



Guidance for School & Early Childhood Staff

HOME

- ▣ About
- ▣ **School and ECE Staff**
 - ▣ Assessment
 - ▣ Abuse and Neglect
 - ▣ Behaviour
 - ▣ Learning Support
 - ▣ LGBTIQA
 - ▣ Mental Health
 - ▣ Parental Capacity and Support
 - ▣ Physical Disability
 - ▣ Support Services
 - ▣ Truancy
- ▣ Mental Health Professionals
- ▣ Learning Support Specialists

I'd like to help a child get a general

ASSESSMENT

Popular topics

- bullying
- developmental delays
- aspergers syndrome
- deaf/hearing
- anxiety
- dyslexia
- LGBTIQA

I want to find out how to assess and manage a child's...

mental health

behaviour

learning difficulties

physical disability

abuse and neglect



- About
- School and ECE Staff
 - Assessment
 - Abuse and Neglect
 - Behaviour
 - Learning Support
 - LGBTIQA
 - Mental Health
 - Anxiety
 - Borderline Personality Disorder
 - Depression in Children and Youth
 - Eating Disorders in Children and Youth
 - Psychosis in Children and Youth
 - PTSD
 - Suicide Prevention in Youth
 - Parental Capacity and Support
 - Physical Disability
 - Support services
 - Truancy
- Mental Health Professionals
- Learning Support Specialists
- Parents and Caregivers



Send feedback



Print



Share link

Anxiety

This is a Leading Lights demo page

This guidance is for school principals and ECE head teachers to identify, assess and manage anxiety in children.

See also: [Depression](#)

Assessment

Initial assessment

1. Monitor children's behaviour for [signs of anxiety](#) so that action can be taken for early interventions and [building the child's resilience](#).
2. If there are concerns that a child is suffering from anxiety, establish whether the child's fears are [normal or problematic](#).
3. Determine whether the behaviour and physical symptoms are normal for the child's age:
 - [Early childhood \(4 to 10 years\)](#)
 - [Middle childhood \(8 to 13 years\)](#)
 - [Late childhood \(older than 12 years\)](#)
4. Determine whether the behaviour [needs addressing](#). If it:
 - does not need addressing, reassure the parents and child that it is normal to feel anxious.
 - needs addressing, contact the parents for [more information](#).

Further assessment

Determine whether the school or childcare centre has the [ability](#) to assess and manage the behaviour. If so:

1. Consider [other causes](#) for the behaviour.
2. Consider the child's home life and family situation.
3. Consider physical and developmental concerns e.g., learning disabilities.
4. Establish the severity of anxiety:
 - Use the [grading tool](#) recommended by Canterbury Child and Family Mental Health Service.
 - Consider a screening questionnaire for childhood anxiety-related disorders:
 - [Child questionnaire](#)



- About
- School and ECE Staff
 - Assessment
 - Abuse and Neglect
 - Behaviour
 - Learning Support
 - LGBTIQA
 - Mental Health
- Parental Capacity and Support
 - Budgeting Support
 - Building Resilience
 - Parents with Mental Illness or Addi
 - Clothing and Uniform
 - Family Law Support
 - Food and Nutrition
 - Housing Support
 - Mentoring for Parents
 - Parenting Skills
- Physical Disability
- Support services
- Truancy
- Mental Health Professionals
- Learning Support Specialists
- Parents and Caregivers

Parental Capacity and Support



Send feedback



Print



Share link

To be developed.

In This Section

- Budgeting Support
- Building Resilience
- Parents with Mental Illness or Addiction
- Clothing and Uniform
- Family Law Support
- Food and Nutrition
- Housing Support
- Mentoring for Parents
- Parenting Skills

COLLABORATIVE

CLEAR

CONSISTENT

TRANSPARENT

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Questions/feedback

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